

TEACHER(S): JOHNSON, BAILEY

SUBJECT: ECONOMICS

WEEK OF: October 12 – 16, 2015

WEEK: 10

DAY	Standard Addressed	Activities	Instructional Strategies	Resources	Assessment
MON	<p>SSEMI1a: Illustrate by means of a circular flow diagram, the Product market, the Resource market, the real flow of goods and services between and among businesses, households and government, and the flow of money</p> <p>SSEF 3a. Give examples of how individuals & businesses specialize.</p>	<p>Do Now: Is the circular flow diagram an economic model?</p> <p>Opening/Tie-in: Today provides detail and practice for last Thursday and Friday</p> <p>Work Session: 1. Practice questions on Circular Flow (Coach Book) 2. More detail on specialization</p> <p>Closing: Study those areas that gave you trouble on the practice questions. (<i>Power Block: The Science Fiction of Scarcity – Teacher reads and clarifies vocabulary</i>)</p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Smartboard Power block reading Practice Q Set Smartboard PPT	<p>Formative: Teacher Observation Q&A Practice question results</p> <p>Summative:</p>
TUES	<p>SSEMI 1b. Explain the role of money as a medium of exchange.</p>	<p>Do Now: Is the circular flow diagram a good representation of the real world?</p> <p>Opening/Tie-In: Today's information will be put with circular flow for Wed quiz</p> <p>Work Session: 1. SB PPT – Money 2. Exercise # 1, X = money</p> <p>Closing: Prepare for the Circular Flow and Money quiz tomorrow (<i>Power Block: Read front page and take notes</i>)</p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Smartboard Power block Money PPT	<p>Formative: Teacher Observation Q&A</p> <p>Summative:</p>
WED	<p>SSEMI 1a: Illustrate by means of a circular flow diagram, the Product market, the Resource market, the real flow of goods and services between and among businesses, households and government, and the flow of money</p> <p>SSEMI 1b. Explain the role of money as a medium of exchange.</p>	<p>Do Now: 5 min quick study for quiz</p> <p>Opening/Tie-In: Any last questions to clarify the material</p> <p>Work Session: 1. Circular Flow and Money Quiz 2. Vocabulary</p> <p>Closing: What quiz questions caused the most problems? (<i>Power Block: Read back side and take notes</i>)</p>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Quiz Textbook Power block reading	<p>Formative: Teacher Observation Q&A Circular Flow and Money Quiz</p> <p>Summative:</p>
THUR	<p>SSEMI 1b. Explain the role of money as a medium of exchange.</p>	<p>Do Now: Pick up one of the comics 7th Block excluded-homecoming ceremony</p> <p>Opening/Tie-In: These comics are provided by the Federal Reserve system to better your understanding of the concept of money. This format should be an interesting change of pace.</p> <p>Work Session: 1. Read Federal Reserve Comic on Money (Story of Money or Once Upon a Dime) 2. Write summary of reading (1-2 paragraphs for each half of the comic) 3. Vocab</p> <p>Closing: Remember to bring what you have completed for turn in Friday. (<i>Power Block: Using the notes explain what point the author is trying to make</i>)</p>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Fed Comic Books: Story of Money & Once Upon a Dime Textbook Power block reading	<p>Formative: Teacher Observation Q&A Comic book summaries</p> <p>Summative:</p>
FRI	<p>SSEMI 1b. Explain the role of money as a medium of exchange.</p>	<p>Do Now: Pick up copy of the comic you were using yesterday 7th Block excluded-pep rally</p> <p>Opening/Tie-In: Today you will complete this exercise and turn in the results for a grade.</p> <p>Work Session: 1. Read Federal Reserve Comic on Money (Story of Money or Once Upon a Dime) 2. Write summary of reading (1-2 paragraphs for each half of the comic) 3. Vocab</p> <p>Closing: Turn in completed summaries...name most interesting thing you learned. (<i>Power Block: Which do you think the future is more likely to have - scarcity or abundance (as discussed in article) and 5 reasons you think so.</i>)</p>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Fed Comic Books: Story of Money & Once Upon a Dime Textbook Power block reading	<p>Formative: Teacher Observation Q&A Comic book summaries</p> <p>Summative:</p>